

Students' Perceptions of Reciprocal Teaching in Reading Comprehension Class

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Abstract

This research aimed to find out the difficulties and the benefits of reciprocal teaching perceived by the students in reading comprehension class, and the strategy in reciprocal teaching that the students prefer the most. This research was qualitative research applying phenomenological approach. The participants of this study were 5 students majoring in English Education Department of Institute Parahikma Indonesia. The data was collected by using semi-structured interview and it was analyzed by using thematic analysis adapted from Given (2018). The result of this study indicated that the difficulties faced by the students are less teacher's monitoring, students' interest in learning reading comprehension which makes them bored, self-competence of the students in understanding the text, and the difficulty in unifying their perceptions. The benefits of it that the students perceived are that they become more creative and imaginative, and it is an encouraging method and effective. Furthermore, it can boost their enthusiasm and create collaborative engagement. However in term of the most preferred strategies in reciprocal teaching, most of the students perceived that questioning is the best.

Keywords: Reciprocal Teaching, Benefits, Difficulties, Students' perceptions, Reading comprehension Class

INTRODUCTION

Reading comprehension comprehension may simply be defined as the ability to comprehend meaning from written texts and to interpret the information correctly (Grabe & Stoller 2013). In the context of the first language (L1), reading comprehension can be considered to be one of the basic skills of literacy, which is often associated with reduction of poverty. Having good literacy in L1 will give more opportunities for students to develop their knowledge and potential, accomplish their future goals, and effectively contribute to

society. In second language (L2) learning contexts, reading comprehension is not only used as a tool for social interaction in society or enhancing general knowledge but also a necessary factor for language acquisition (Watkins, 2017). It is related to Krashen (1985) who claims that input is vital for successful language attainment, thus showing the importance of reading comprehension skills.

Despite the importance, reading comprehension requires a complex cognitive process, for it involves several elements such as students' prior experiences and knowledge related to the texts, their motivation and cognitive capabilities, reading comprehension purposes, and the text features (e.g., vocabulary complexity) (Babapour, Ahangari, & Ahour, 2019). Reutzel, Smith, and Fawson (2005) pointed out that reading comprehension demands efficient and appropriate skills and strategies that can create engaging, interactive, and collaborative environments. Because of its complexity, researchers and teachers keep seeking an effective strategy to teach reading comprehension. One of the most common strategies to teach reading comprehension is reciprocal teaching.

Reciprocal teaching, developed by Palinscar and Brown (1984) as one form of cooperative learning, can be considered as an instructional procedure that is intended to teach students certain cognitive strategies that they can employ to help them better understand written texts. Cognitive strategies in this case refer to predicting, questioning, clarifying, and summarizing. In a reciprocal teaching environment, teachers first scaffold students to learn how to give predictions about a reading comprehension text, generate questions regarding the text, clarify novel or confusing words, and provide a summary of the text (Rosenshine & Meister, 1994). Scaffolding in this context means that students learn these strategies from their teacher as an expert, yet then they are expected to be able to gradually perform the strategies by themselves.

There have been a large number of studies reporting the effectiveness of reciprocal teaching in improving students' reading comprehension (Moore P. J., 1988; Okkinga, Steensel, Gelderen, & Slegers, 2018). Despite such increased attention on the effect of reciprocal teaching, students' perceptions regarding each of the four cognitive reading comprehension strategies (predicting, questioning, clarifying, and summarizing) appear to receive less research attention in English as a foreign language (EFL) reading comprehension classes. This is particularly for Indonesian contexts. Therefore, the current study aims to investigate students' perceptions of the implementation of reciprocal teaching as one form of cooperative learning in an EFL reading comprehension class.

Cooperative Learning

According to Johnson and Johnson (1989), cooperation is teamwork to work together and achieve the same goals. Furthermore, cooperative learning is the direction that used in small groups so that students can maximize their learning. There are two responsibilities that are given in cooperative learning. First, provide the assigned material.

Second, make sure all team members are working. Thus, students can get benefit from themselves and all members of their group.

Likewise, cooperative learning is an activity, where students work in groups and discuss academic material. Slavin (1991) argues that a form of cooperative learning are different from others, depending on the approach used, especially on the results of their achievement (effectiveness of cooperative learning). There are three types of cooperative learning used by teachers. First, Ad Hoc cooperative learning consists of short tasks, for example, "turn to your friend and answer". Second, formal cooperative learning consists of tasks lasting several weeks, days, or hours. Third, basic cooperative learning consists of long-term tasks.

Moreover, cooperative groups require social skills. Meanwhile, individualistic or competitive learning requires students to work without interacting with others. Cooperative learning is based on communication, leadership, conflict-resolution skills, and informed decision making.

Finally, in maintaining long-term assistance and implementation in the classroom, expertise in cooperative learning is needed. The teacher needs support groups who have the same commitment to master cooperative learning. With the right support groups, it can result in proper structuring and monitoring, such as cooperative learning groups.

Reciprocal Teaching

Brown and Palincsar (1982) developed a reciprocal teaching procedure, where students and teachers take turns leading a dialogue about parts of the text. The procedure is similar to the extensive and reciprocal questioning used. The teacher and students take turns in making summary texts and explain a complex part of the text. In this activity, the teacher makes the activity of summarizing, questioning, predicting, and clarifying. Then, the teacher can demonstrate the activity, so that students can be encouraged to participate at whatever level they can. Besides, the teacher can provide feedback and guidance from each student according to their level (Manzo, 1968)

Theoretical Framework

Reciprocal teaching is a reading comprehension learning strategy according to Palincsar and Brown (1982) who stated that using four strategies, namely predicting, questioning, clarifying, and summarizing which greatly scaffold the students in improving their text reading comprehension skills. Besides, in reciprocal teaching, the inspiration comes from the theory of Vygostky which explains that in reciprocal teaching there should be instruction and Zone of Proximal Development (ZPD).

As an instructional procedure, reciprocal teaching can be said to be based on theory of Zone of Proximal Development (ZPD), proposed by Vygotsky (Vygotsky, 1978). ZPD indicates an area of development (e.g., a skill) that students are close to mastering. To master this new skill, a student needs help from another person such as their teacher or peer to be able to reach the development, or to be able to master the skill. This help is then generally called `expert scaffolding`. The expert (e.g., teacher, peers) scaffolds, or helps,

the student to be able to comprehend the new skill and become independent in using the skill for a better learning process in their future.

In the case of reciprocal teaching, this skill refers to the four strategies (predicting, questioning, clarifying, and summarizing) that students will learn within the reciprocal teaching class. After being scaffolded, or assisted, by their teacher or another peer, the student will then be able to use these strategies in the future to help them comprehend English reading comprehension texts more effectively.

Inasmuch as this strategy, reciprocal teaching requires students to collaboratively work together to complete a reading comprehension task, then it can also be said to be based on Vygotsky's concept of the significance of interaction to facilitate language acquisition. Thus, this strategy is expected to help students improve their reading comprehension by having insight from the teacher or another peer that will help them comprehend reading comprehension texts more effectively.

Strategy of Reciprocal Teaching

There are four main strategies proposed in reciprocal teaching, namely predicting, questioning, clarifying, and summarizing. These strategies are useful for students to be able to understand a reading comprehension text, and it can be used independently or accumulated based on the situations, problems, and advantages that the readers face (Wiseman, 1992).

Predicting

Predicting involves finding comprehensive clues by using prior knowledge and personal experiences from the reader itself. The aim of this strategy is to connect about what the reader knows related to the topic to acquire knowledge in reading comprehension. Thus, predicting keeps the readers actively discerning or thinking about the text while reading comprehension (Duffy, 2002).

Duffy also explains that predicting requires readers to formulate and check text related to their hypotheses. The more the readers can predict a particular text, the better they read it with understanding. If the original prediction is wrong, a new prediction can be made and examined through reading comprehension text. Hence, readers are needed to trigger their prior knowledge and link it to knowledge from the text is found.

Questioning

Questioning is a necessary strategy in reciprocal teaching for the readers. With questioning the students can learn to create questions in the text that they have read. However, questioning in this strategy means that students learn to identify the main idea, and important information in the text to generate as a question. Further, when the students already know the aim of reading comprehension, we will begin to think of a question related to the text, and then the students read the text with an awareness of the main idea, and finally, they generate questions (Ozkus, 2003, p. 13).

Rosenshine, Meister, and Chapman (1996) investigated that when the readers create their own questions, they will pay more attention to the content, because the questions are generated by themselves which is expected to be correct. If a different answer is offered by a peer comprehension failure occurs the readers must find the right answer.

Clarifying

Clarifying is a strategy to help the students with their group when finding unfamiliar words in the text, and they try first to find out the meaning by themselves. If difficult, they then will ask for help with their group or a teacher (Takala 2007). Thus, this strategy in reciprocal teaching really helped students to solve problem in the text. Ozckus (2003 p. 17) explains that when readers learn to identify and clarify complex words or difficulty in the text, the readers will become strategic readers. In addition, clarifying becomes one of the students' preferred in reciprocal teaching strategy (Rosenshine & Meister, p. 512).

Summarizing

Summarizing is the last step in reciprocal teaching. In summarizing, the readers are needed to find out or identify the key idea of each paragraph. A perfect summary does not contain particulars that are not important. Yet, summarizing assisted the readers easily to identify, paraphrase, and incorporate the essential information from the text.

Summarizing is used to guide readers to know the important information from the text in order to grasp the main idea and help them through further reading comprehension. To summarize effectively students must remember and regularly organize important procedures in the text. The ability to summarize is a measure of implementation and a measure of understanding (Rosenshine & Meister, 1994, p.504)

Reciprocal Teaching and Reading comprehension Comprehension

According to Palincsar and Brown (1984), reciprocal teaching is an understanding strategy that encourages students to develop reading comprehension skills automatically (questioning, summarizing, predicting, clarifying, and responding to what they read). Students use the understanding strategy of the text in pairs in small groups. Reciprocal Teaching (RT) can be used with non-fiction, fiction, poetry, or prose.

Grabe and Stoller (2002) stated that reading comprehension skill is one of the most important among of the other skills and involves the students to be engaged to practice within the classroom context as well as in the extracurricular environment.

The Effect of Reciprocal Teaching on Reading comprehension Comprehension

The effect of reciprocal teaching toward reading comprehension comprehension has been investigated in several previous related studies. Wastera and Moore (1995) have been explored about the effects of reciprocal teaching toward reading comprehension comprehension using pre-test and posttest. The aim of this study is to find out the effectiveness of reciprocal teaching in reading comprehension comprehension. There were 300 eighth-grade students 12 to 13-year olds as participants who were studying at New

Zealand Highschool. The result of this study showed that reciprocal teaching was effective. Whereas, Palincsar and Brown (1984) reported that there are four cognitive strategies that have been shown to improve comprehension of reading comprehension material: questioning, summarizing, clarifying, and predicting. However, this technique is recognized as “reciprocal teaching”.

Similarly, Soonthornmanee (2002) conducted a study for university EFL learners in Thailand and found that reciprocal teaching is effective in assisting L1 readers because it transfers strategic contexts into new academics. Readers develop strategies by applying the mainstream context. The teaching input was also Political Science students majoring in Government and Public Administration at a four-year university in Thailand. There were two classes and each class consisted of 42 students. The first group was designed as the Reciprocal teaching Group (RT). The other group was designated as the Skill based teaching group (ST). Nevertheless, Palincsar (1987: 58) describes that reciprocal teaching is not the same as reading comprehension skills, because its success depends on discussion and critical thinking by the students themselves.

Applying Reciprocal teaching (Sarairoh & Nabil Ku, 2016) in the early 1980s, Palincsar and Brown proposed that reciprocal teaching is considered to be one of the most effective teaching models because it can help readers more easily understand a particular text. When applied, the reciprocal teaching model has attracted the attention of researchers and teachers, because of its use as a major tool in increasing student understanding. Besides, it can encourage students to become independent readers. The reciprocal teaching model is considered a very valuable teaching method.

Thus, the literature review shows the effect of reciprocal teaching that certainly help students to improve their ability in reading comprehension and it also shows that questioning, summarizing, clarifying, and predicting, toward EFL learners using those strategies easily to be applied in a class and, enhance the students' ability in reading comprehension. Hence, the current study aims to investigate students' perceptions about the implementation of reciprocal teaching as one form of cooperative learning in EFL reading comprehension class that will be explained more in the next part.

Students' Perceptions of Reciprocal Teaching

There have been many studies investigating reciprocal teaching. Some showed positive perceptions such as student satisfaction, attitudes, motivation, self-confidence, and so on. Nevertheless, there are some studies that also showed negative feedback such as text difficulty level, lack of agreement between students and teachers.

Students' perceptions of reciprocal teaching have been observed in several related studies. Takala (2007) explored the students' perceptions in reciprocal teaching using questionnaires and interviews. The aim of this study is to find out students' perceptions toward reciprocal teaching. There were 7-16 SLI children participants, the study took place at University of Helsinki, in Finland. As the result of this study showed that reciprocal teaching based on students' perceptions was mostly very positive because they like RT

method, they were not anxious about longer texts because, they directly find out the main idea of the text since RT was applied in their class.

Similarly, Soonthornmanee (2002) also explored the students' perceptions of reciprocal teaching in reading comprehension using questionnaires as the technique of data collection. There were 42 students EFL learners as the participants and, the study took place in Thailand. Hence, the author found that reciprocal teaching in reading comprehension was enjoyable. Because, they can exchange ideas, negotiate, and discuss. Thus applying reciprocal teaching methods in reading comprehension can help students develop positive attitudes toward reading comprehension and, they also can increase their motivation in reading comprehension.

Likewise, Yoosabai (2009) investigated the students' perceptions toward reciprocal teaching in reading comprehension at Thai high-school in Thailand, where the participants consisted 66 students. In analyzing the data questionnaire and interview were used in this study in order to know the students' perceptions by applying reciprocal teaching method in reading comprehension comprehension. The results showed that reciprocal teaching was very positive for all ages. Since it can develop students self-perceptions in reading comprehension performance, self-perceptions and attitude, study skills, and oral language proficiency.

Moreover, Kula and Budak (2020) also described the students' perceptions considering reciprocal teaching in reading comprehension comprehension. With 25 students as the participants at primary school in Turkey, this study aims to explore students' perceptions about reciprocal teaching by dividing students into some groups. An interview was designed to collect the data. The result of this study was mostly positive. Since the students had been given opportunities to work with their peer group to exchange ideas, lead their friends and they had self-confidence without fear of making mistakes while applying reciprocal teaching method in reading comprehension comprehension.

Another study, Qutob (2020) investigated the students' perceptions of the effectiveness of using reciprocal teaching at a private high school in Jeddah, Saudi Arabia. The author revealed that 192 EFL students as participants. A self-report questionnaire was used in collecting the data in order to know the effect and students' perceptions in reciprocal teaching on students' ability. Thus, the author concluded this study toward some perceptions from the students which shows that most of the students agree since reciprocal teaching applying as a method in their classroom because, they can increase their ability in reading comprehension, clarifying the words within a context in order to comprehend the question, and develop their vocabulary.

Furthermore Kiszczak and Chodkiewicz (2019) investigated the students' perceptions using questioning in reciprocal teaching strategy. This study purposed to find out students' perceptions of using questioning as one of reciprocal teaching reading comprehension strategies in two intact groups of second year undergraduate students majoring English education department as participants at University in Lublin. An interview was designed to collect the data. The result of this study after applying one reciprocal teaching strategy showed a positive perceptions because the students can

generate their own questions in written text. The author also found that generating their own text-based questions and performing reciprocal reading comprehension assignments definitely helped to systematize knowledge and organize it.

Despite the studies showing positive perceptions, Yang (2010) reported students' negative perceptions in using four strategies (predicting, questioning, clarifying, and summarizing) with an online system. Whereas, this study aims to know the effectiveness of using an online system in reciprocal teaching. There were 129 students at collage as the participants in Taiwan. The instrument of this study used questionnaires. As the result of this study revealed that applying four strategies with an online system was still limited in solving students' problems because the students can not exchange idea with their friend when they find out an unknown word than offline system. Thus, the role of the teacher is very important to be able to solve the students' problems of implementing an online system in reciprocal teaching.

Regarding the description above, the researcher would like to focus on Students' Perceptions of Reciprocal Teaching in Reading comprehension Classes. Moreover, there are still limited perceptions of Reciprocal Teaching in Reading comprehension Class. Therefore, to fill the gap, the researcher conveys the research question namely:

1. What are the difficulties and the benefits of reciprocal teaching perceived by the students in reading comprehension class?
2. Of the four strategies, which one does the students like the most?

METHOD

The design framework in this study used a phenomenological approach. The purpose of this study is to understand students' perceptions using a phenomenological design. Gray (2014) explained that the phenomenological approach aims to understand one's perceptions and understanding of social reality. The phenomenological approach involves using "life experiences from close analysis in understanding how meaning is created through the perceptions it contains (Starks & Trinidad; 2007). The data was collected from the interview. A semi-structured interview was implemented in this research.

The current study took place at Institut Parahikma Indonesia. It has two campuses. The first campus is located at Jl. Mustafa Dg. Bunga, No. 191, Somba Opu, Gowa. Meanwhile, the second campus is located at Jl. Tamangapa Raya, No. 168, Antang, Makassar. This study was conducted in the first campus especially in the last semester of (IPI). The participants of this study consist of five students who enrolled in English Education Department as their major. In addition, convenience sampling was used as the technique of selecting the participants. According to Etikan, Musa, and Alkassim (2015) a convenience sampling was the sampling taken based on the participants' willingness to participate in this research.

To obtain the data, the researcher conducted some treatments of the four strategies of reciprocal teaching (predicting, questioning, clarifying and summarizing) to the students. In implementing these strategies, they were divided into three groups and they took the reading comprehension test to practice those four strategies given. Afterwards, they learnt reading comprehension test with the exercises adopted from *Longman Preparation Course for the TOEFL test*. The class duration in total was approximately 30 minutes with 10 multiple-choice items of test. For data analysis, thematic analysis was used to analyze the results of data collection. This analysis is a concept in a qualitative data collection strategy based on segmentation, category, summary and reconstruction that have been a reduction (Given, 2018 p. 869). The result of the data interview from participant was transcribed and then labeled as the themes of the data.

FINDINGS AND DISCUSSION

Findings

To explore the benefits, difficulties, and the most strategy which the students like, the present study used semi-structured interviews as an instrument to collect the data with five students as the subjects of the research. Their responses in the interview is built into the following themes.

Difficulties of Reciprocal Teaching Faced by the Students

From the data collected, it was revealed that every participant stated different perceptions. The difficulties of reciprocal teaching perceived by the students are explained in the following categories.

Teacher's monitoring

One student mentioned that this method probably made the teacher did not focus on the teaching process because the students did a discussion. She stated that the teacher sometimes did another activity since the class was handled by the students. In the other words, it is called as a student-centered learning. She also added that it may make the teacher less focused on analyzing the students' ability.

Still related to teacher's monitoring, another student commented that "the difficulty when applying this method might come from the teacher. The teacher might not focus when their role is taken over by the students Sometimes the teacher is doing something else when applying reciprocal teaching in the class. This may happen because the teacher might think that the student is leading the class. Hence, the teacher gives less focus to analyze the students' ability".

Student's interest and self-competence

Meanwhile, the difficulty faced by student was the boredom when reading comprehension the passage. In this case, the student stated that the difficulty did not come from the method used (reciprocal teaching), but it came from the interest in learning reading comprehension itself because it could make her feel bored. It is line with what she mentioned that "reading comprehension is known as a boring skill. Perhaps we feel like

bored in reading comprehension, but without reading comprehension we cannot have broad knowledge. That is what I feel when reading comprehension”.

Furthermore, another one mentioned that “for me, there is no significant difficulty in applying this method in learning English. However, this is a work of team. If we have one friend who does not want to participate, it will be difficult for us”. It can be inferred that there is no difficulty in applying reciprocal teaching. However, the attentiveness of the students in engaging one another in the team is important. If one student in a group cannot participate well, it will affect the other students. It can be inferred that the difficulty in applying reciprocal teaching in reading comprehension relies on her teammates’ interest or awareness which consequently impacts on the other students who are not available to participate attentively.

In term of self-competence, the other student commented that if each student does not understand the reading comprehension text, then it also affects the students’ comprehension when they ask the teacher who also does not know about the knowledge. It indicates that the implementation of this method is not suitable for the students who have lower competence level or beginners, even for the teacher who does not understand the text comprehensively.

Unifying different ideas

One student reported that the difficulty of using this method depended on how the students unify their opinion. Since this technique requires work of groups, there will be so many opinions among the students. This is quite challenging for the students to come to a conclusion from different perceptions. It was mentioned by another one that “perhaps, due to so many different opinions from each member in one group, it is difficult to unify our perceptions. For instance, if one student states that he has a good opinion, then the others should answer the questions based on his opinion. Meanwhile, the others might do the same. Hence, it is challenging for us to gain the same opinion”.

Benefits of Reciprocal Teaching Faced by the Students

Based on students’ perceptions which were obtained from the semi-structural interview, it showed that they perceive many benefits from the reciprocal teaching strategies especially in learning reading comprehension.

Creative and imaginative learning

When the students were asked about their opinion related to the effect of reciprocal teaching, one of them expressed that it makes them more creative and imaginative in learning. It is stated by a student that “the advantages that can be taken from this method are, the students can add or build creativity so that students are more imaginative in the context of predicting stories or answering questions given, and last, students are more confident in their opinions”. Thus, it is shown that in predicting and answering the text given, the students are prompted to be imaginative and creative. Consequently, this method is able to make the students gain more self-confidence with their opinions.

Encouraging Method

Based on the participants opinions' four of them perceived that reciprocal teaching can encourage them to be an independent reader. They believe that by implementing the four strategies in reciprocal teaching, they know what to do when learning reading comprehension. It makes them feel the same when reading comprehension independently. One of them mentioned that "it encourages me to be an independent reader because I know what to do when learning reading comprehension". The same thing perceived by the student who expressed that "it stimulates me to be an autonomous reader inasmuch as I have known the strategies that I should use when reading comprehension".

However, one of the students confirmed that reciprocal teaching cannot boost him to be an independent reader because reciprocal teaching allows the students to learn in a group. It makes him think that he cannot do it independently because he gets used to learning in a group. It is revealed from one of them who perceived that "when we apply reciprocal teaching method the students must be in group. Therefore, to be able to learn alone, it will be harder for me because I usually learn reading comprehension with my friends since this method is applied".

Effective

Referring to the interview results, it was also found that the students perceive various thoughts toward reciprocal teaching. This method is able to make the students build their creativity, effective, helpful, and clear. A student believes that reciprocal teaching helps her to find out the problem and answer of the text given. Sometimes the students get difficulty to find out the answer of the question from the text given, and this strategy helps them to determine the main idea of each question to be solved.

In line with the explanation above, another student commented that "it helps the students to find out the problems in learning reading comprehension, also the answers of the questions that have been provided in the reading comprehension text, such as, when students are given a reading comprehension assignment with a predetermined time and this makes this method very effective".

In addition, all of students shared the same idea about the effectiveness about this strategy, especially in reading comprehension. The student commented that it is really effective because it can assist the students to be more confident in answering the task. Similarly, another one said that it was effective to motivate her in learning reading comprehension and more fun to do with friends.

Boosting Enthusiasm

Related to enthusiasm, a student said "I think this method really helps me in learning reading comprehension. I usually get difficult in learning reading comprehension by myself, but everything becomes much easier after applying this method. This method can motivate me in learning reading comprehension".

Obviously, it is believed that this strategy is really helpful for her, especially in questioning strategy. This method can prompt and assist the students who usually learn reading comprehension by themselves.

Moreover, another student stated that reciprocal teaching makes the students work better in group. Reciprocal teaching is really beneficial for her because it can make her easier and more enthusiastic in learning reading comprehension in a group and it can motivate them to learn reading comprehension more. She can solve the problem by discussing it with her group members.

Collaborative Engagement

It is confirmed by a student that reciprocal teaching engages the students to collaboratively do the task, unify their distinctive perspectives, and clarify it together, until they find out the answers within the group. Similarly, the other student commented that “it assists me to solve the problem which I cannot finish it on my own. Hence, I can discuss about it with my friends”.

The Most Preferred Strategy

In general, based on the four strategies used in reciprocal teaching such as predicting, questioning, clarifying, and summarizing, all of the students prefer the questioning strategy with various reasons. According to a student, questioning strategy is preferred the most because it can help her in composing several words, and how words can add knowledge and insight.

In contrast, clarifying is the complement term in reciprocal teaching, because it functions to inform what the students want to know in the reading comprehension text. It has been confirmed by the student that “personally, I like the questioning because it has already been explained what we wanted to know in the reading comprehension text. The second thing is clarifying because I thought that the prediction is just predicting and not clarifying so that, it is unclear. Therefore clarifying is needed to summarize the answer to the question”

Meanwhile, another student believes that questioning and summarizing can help the students easier and more convincing in learning reading comprehension. She also added that when the students feel confused, they can ask their friends, and then the one who knows the answer justifies the correct answer.

The same reason comes from one student who perceived that questioning strategy can help her the most in reading comprehension class since questioning is more helpful than others strategies. In fact, when applying reciprocal teaching, it is indeed really helpful for her. Likewise, it makes the students more active since they respond one another.

Lastly, one participant perceived that he likes summarizing strategy as it is a step in which he already identifies the whole of the reading comprehension text. Furthermore, in this step, the entire meaning in reading comprehension text, what it discusses about are

found out. He also can gather information about what he has predicted since the beginning, and what makes him curious is finally clear.

Discussion

In this section, the researcher discusses about the difficulties and benefits of reciprocal teaching. In addition, this part also presents the strategy that the students like the most. The explanations are broken down into two categories.

The Difficulties and the Benefits of Reciprocal Teaching Perceived by the Students in Reading comprehension Class

The Difficulties of Reciprocal Teaching. The results of this study showed that the students have various perceptions toward the difficulties of reciprocal teaching in reading comprehension class. This study indicated that students' attitude is one of the difficulties faced by the students in the implementation of reciprocal teaching. It is supported by Yang (2010) who found that the students had negative perceptions toward reciprocal teaching because the implementation of this strategy in online context makes the students difficult to solve the problem. Thus, the teacher's role is very important in this kind of situation. The teacher should be more concentrate to the students during the class activity. It is also in line with the finding about less monitoring from the teacher. Even though it is done offline, the teacher's attention is still considered to be important.

Additionally, this study revealed that in implementing reciprocal teaching in reading comprehension class make them feel bored. The students get bored not because they are bored of the method instead of the lesson itself. The student also stated that team work is really important in this strategy. If one does not work properly, then the others cannot work better. Moreover, the students in this research perceived that they face a difficulty in uniting their opinion.

In contrast, Yoosabai (2009) investigated the students' perceptions toward reciprocal teaching in reading comprehension at Thai high-school in Thailand. The author of this study argued that reciprocal teaching was very positive for all ages. It can develop students self-perceptions in reading comprehension performance, self-perceptions and attitude, study skills, and oral language proficiency. Nonetheless, related to oral language proficiency, it was revealed that the students get difficulty in unifying their perceptions due to different thoughts about their understanding.

The Benefits of Reciprocal Teaching. This study indicates that the students have various opinions toward the benefits of reciprocal teaching in reading comprehension class. This study found that reciprocal teaching can make her gain creativity and make her more imaginative in predicting and answering the story given. At the end, this method is able to make the student gain more self-confidence with their opinion.

It is in line with Kula and Budak (2020) who also explained the students' perceptions toward reciprocal teaching in reading comprehension comprehension. They

found that in implementing reciprocal teaching in reading comprehension class, the students had been given chances to work with their group member to exchange ideas. This activity can make the students gain more self-confidence without anxiety and fear of making mistakes.

Furthermore, this method is able to make the students build creativity, it is effective, helpful, and clear. The second participant believes that reciprocal teaching helps her to find out the problem and answer of the text given. Sometimes, the students get difficult to find the answer of the question from the text given and this strategy helps them to find out what are the main concern of each question and then they can solve it.

It is congruent with Kiszczak and Chodkiewicz (2019) who investigated the students perceptions using questioning in reciprocal teaching strategy. They stated that the students showed positive perceptions after applying one of reciprocal teaching strategy because the students can generate their own questions in written text. The author also found that generating their own text-based questions and performing in reciprocal reading comprehension assignments definitely helped to systematize knowledge and organize it.

Moreover, the result of this study indicates that reciprocal teaching is really beneficial for the students because it can make them easier in learning reading comprehension in a group and it can stimulate them to learn reading comprehension more and more. The students also perceived that they can solve the problem by discussing it with her group members.

In this case, Soonthornmanee (2002) also shared the same finding that reciprocal teaching in reading comprehension was enjoyable. Because, they can exchange ideas, negotiate, and discuss. Thus applying reciprocal teaching method in reading comprehension can help student develop positive attitudes toward reading comprehension and, they also can increase their motivation in reading comprehension. These different results might be influenced from various factors such as the participants.

However, based on the finding, students and teachers' self competences also become consideration in comprehending the text. As a consequence, the implementation of reciprocal teaching is not suitable for those who have lower competence level or beginners.

Besides, it is known that reciprocal teaching engages the students to study and solve the problems collaboratively. Likewise, Reutzell, Smith, and Fawson (2005) pointed out that reading comprehension demands collaborative work. It is also emphasized by Vygotsky's concept which requires students to collaboratively work to complete a reading comprehension task, and the significance of interaction in it is to enable language acquisition.

The Most Preferred Strategy

The result of this study revealed that all of the students agree that questioning strategy is the strategy that they like the most of all four strategies in reciprocal teaching. It is in line with what Ozkus (2003) argues that when the students find out the purpose of

the reading comprehension, they will start to think a question which had a relation with the text given. After that, when the students read the text by concentrating more the main idea of the text they will finally can generate a question.

Moreover, Rosenshine, Meister, and Chapman (1996) conducted a study which investigated a condition where the readers make question they will pay more attention to the content, because the questions are generated by themselves which is expected to be corrected. However, if the peer comprehension has a different opinion, the readers need to find the right answer themselves. Exceptionally, one of the participants perceives that he likes summarizing strategy for some reasons such as identifying the whole of the reading comprehension text, finding out the entire meaning in reading comprehension text, gathering information about what he has predicted from the start, and certainly all the things are done and solved well.

CONCLUSION

Based on the findings and discussion, there were some benefits and difficulties that should be faced by the students in implementing reciprocal teaching in reading comprehension class. Regarding to the difficulties of the implementation of reciprocal teaching perceived by the students, the researcher found that the students perceived the less teacher's monitoring, students' interest in learning reading comprehension which makes them bored, self-competence of the students in understanding the text, and the difficulty in unifying students' perceptions. Moreover, related to the benefits of reciprocal teaching, the students stated that this method can make the students more creative and imaginative. They also perceived that this method is encouraging, effective, can boost their enthusiasm and create collaborative engagement.

Furthermore, this study also revealed that all of the participants perceive the same thing in term of the most preferred strategies of reciprocal teaching called questioning. While the other strategies that they preferred most are clarifying and summarizing.

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